DOCUMENT RESUME

ED 145 962 PS 009 646

AUTHOR	McNelis, Jean R.
TITLE	A Practical Guide for Planning and Operating a Toy Lending Library.
INSTITUTION	American Institutes for Research, Washington, D.C.
SPONS AGENCY	National Inst. of Mental Health (DHEW), Rockville, Md.
PUB DATE	Jul 74
NOTE	71p.
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	Child Development; *Community Services; Early Childhood Education; *Guides; Instructional Materials; *Library Planning; Manipulative Materials; *Parent Education; Parent Participation; Preschool Education; *Special Libraries; *Toys
IDENTIFIERS	*Toy Lending Libraries

ABSTRACT

This manual contains information on how to start and operate a toy lending library. Chapters and their subsections are: (1) Purpose of Toy Lending Libraries; (2) Types of Toy Libraries (independent libraries, libraries as part of other community services, and libraries mostly for parents); (3) Selecting Appropriate Toys and Equipment (general tips for buying and specific recommendations of toys found effective with infants, toddlers and older preschoolers); (4) Operating Procedures (physical layout, display and play area, storage area, maintenance areas, special activity areas, coding toys, registering members, check out procedures, daily housekeeping duties, and toy library forms); (5) Staffing; and (6) Recruiting Members. Also included are lists of two types of references: Nontechnical publications on playing with children and publications on research in early childhood stimulation. (SB)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED145962

PS 009646

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

A PRACTICAL GUIDE FOR PLANNING AND OPERATING A TOY LENDING LIBRARY

Jean R. McNelis

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Jean R. McNelis
& Dorothy S. Edwards

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

July 1974

AMERICAN INSTITUTES FOR RESEARCH
1055 THOMAS JEFFERSON ST. N.W.
WASHINGTON, D. C. 20007

Foreword

For five years the American Institutes for Research operated a toy lending library in a low income area of Washington, D.C. The library served children from a wide range of backgrounds, and was funded by a research grant from the National Institute of Mental Health.

More than 1,000 children used the library and demonstrated that lending toys is a feasible concept. This manual has been prepared in response to the many requests we have had from private and public agencies who want to start similar libraries in their communities. We have tried to tell the good and the bad, and hope that it will lead to nationwide proliferation of toy libraries.

Our own library, we regret to say, is closed. But the toys have been divided to create two toy lending libraries; one in Pittsburgh, Pennsylvania, and another near the site of Washington's first toy lending library.

We have confidence in the future of toy libraries, and wish all new operations great success. We know their staffs and members will derive much personal satisfaction from the happy interaction the library engenders.

Dorothy S. Edwards, Ph.D.
Project Director

Acknowledgements

This manual was developed by the American Institutes for Research. It is the product of a five year research project entitled "Cultural Enrichment by Means of a Toy Lending Library" sponsored by the National Institute of Mental Health from June 1969 through May 1974. We are very grateful to the nearly one thousand families who became members of our Toy Lending Library which was located in the Adams Morgan Area of Washington, D.C. Their enthusiastic participation and constructive comments were of great help to us in developing this guide for establishing similar toy lending libraries in other locations.

Our special thanks also go to May Aaronson, Project Monitor for N.I.M.H., who offered positive support and encouragement throughout the project and to the dedicated people who served on the Toy Lending Library operating staff.

Lillie Davidson, Librarian
Clethora Hewitt, Librarian
Beulah McCall, Assistant Librarian
Joe Nalls, Part-time Assistant
Oliver Walker, Part-time Assistant
Ernest Quarles, Part-time Assistant
Leslie Caddell Bowie, Part-Time Assistant
Ira Clements, Custodian

We are also indebted to Mrs. Dorothy Long, Mrs. Roberta Marcum and Mrs. Corinne Stein for clerical and administrative support throughout the project.

This book is dedicated to the many children who used the library and to their mothers for their enthusiastic support. We learned a lot from them.

Dorothy S. Edwards, Project Director
Jean McNelis, Project Associate

TABLE OF CONTENTS

		PAGE
I	PURPOSE OF TOY LENDING LIBRARIES	1
II	TYPES OF TOY LIBRARIES	5
	1. Independent Toy Libraries	5
	2. Toy Libraries as Part of Other On-Going Community Services	8
	3. Toy Libraries Mostly for Parents	9
III	SELECTING APPROPRIATE TOYS AND EQUIPMENT	12
	Tips for Toy Buying	13
	Category One: Babies from Birth to Approximately 15 months	16
	Category Two: Toddlers (approximately 15 months to 3 years)	18
	Category Three: Pre-schoolers (approximately 3 through 5 years)	20
IV	OPERATING PROCEDURES	27
	Physical Layout	27
	Display and Play Area	27
	Storage Area	27
	Maintenance Areas	28
	Special Activity Areas	28
	Coding Toys	29
	Registering Members	30
	Check Out Procedures	31
	Daily Housekeeping Duties	33
	Toy Library Forms	35
V	STAFFING	44
VI	RECRUITING MEMBERS	51
REFERENCES		63

LIST OF FORMS

		PAGE
1.	Toy Lending Library Registration Form	36
2.	Toy Library Rules	38
3.	Explanation of the Library	39
4.	Borrowing Card	40
5.	Reminder Letter	41
6.	Home Teaching Guides	42 & 43
7.	Job Descriptions	49 & 50
8.	Flyers	56 & 57
9.	Invitation	59
10.	Toy Library Quarterly Review	60
11.	Toy User's Rating Form	62

I. PURPOSE OF TOY LENDING LIBRARIES

The main purpose of toy lending libraries is to help parents provide intellectual stimulation for their young children during a critical period in their lives. This is done in two ways: (1) by providing a variety of toys that many parents cannot easily afford to buy on their own, and (2) by offering guidelines in using these toys to stimulate babies and young children.

It is not within the scope of this manual to describe in technical terms the research findings in early childhood education that indicate the importance of intellectual stimulation for babies and young children. If you would like to learn in detail about the approach, methodology and findings of this research, we have listed some important publications on page 63 of this manual.

For our own purpose, however, we will briefly summarize the major findings of this research in practical non-technical language that can be easily understood by anyone who is thinking about starting a toy lending library.

In recent years numerous studies have been conducted with infants and young children. Many of these studies have been with low income, disadvantaged populations; other studies have concentrated on babies and children research in institutions; still others have focused on children from middle class backgrounds with college-educated parents.

Some major findings of these studies are that babies and young children from <u>all</u> socio-economic backgrounds need attention and play. Specifically, they need positive interaction and intellectual stimulation from adults if they are to develop to their fullest potential. Furthermore, if they don't receive this interaction and stimulation during the critical early years, they fall behind in their mental, social, and emotional development. When they reach school age, these children are not ready to meet the demands of the classroom and slip still further behind. Some early childhood specialists feel strongly that at this stage the developmental lag that has resulted is irreversible. These children will never reach their fullest potential.

In order to prevent this from happening, a new approach called early childhood intervention was developed and studied during the past several years. Intervention programs featured adults skilled in working with young children who went into the homes as tutors or worked with children in center-based locations (Head Starts, Experimental Day Care Centers, etc.) to provide the attention and stimulation not being given by parents who didn't know how to do it or simply didn't want to provide it.

Generally, the results of intervention programs were dramatically positive. Measures of mental skills, self-concept and self-image showed significant positive gains at the completion of many intervention programs. Furthermore, disadvantaged children who completed the programs had scores significantly higher than similar disadvantaged children in control groups who were not given the intervention programs.

Initially, it seemed that early childhood intervention was the answer. It appeared to be the ideal preventive medicine for eliminating intellectual deprivation and cultural retardation.

With time, however, the positive gains made by children exposed to these programs began to fade. Long-range follow-up studies showed that over time gains faded entirely and scores of children who had taken the program closely resembled those who had not.

At this point, researchers began to look for explanations. The most logical and obvious reason given was that after the tutor (intervenor) was no longer available, there was no one to take over this role in the child's life. The tutor had substituted for the parent, providing the stimulation and interaction the parent could not or would not provide. With the tutor out of the picture, there was no one to encourage and appreciate the child's learning and achievement. Since learning was no longer an important value to an adult close to the child, it ceased to be of importance to the child. Providing all children in a disadvantaged setting with a permanent tutor throughout their school careers as a remedy, was not however, a feasible solution.

Thus, it became apparent that early and continued reinforcement on the part of those adults closest to the child, the parents, not outside intervention by a tutor was the critical element in preventing

cultural retardation. Parental encouragement was the real key to adequate social and mental development.

For this reason, the current approach to Early Childhood Education has shifted. The major emphasis has become the parent rather than the child. The new thrust is on educating parents of all socio-economic groups on the importance of intellectual stimulation and interaction during a child's earliest years. Books, films, and formal courses on the subject are now being given in many settings.

Another practical approach to the problem is through toy lending libraries. Toys are a colorful, attractive medium through which parents can reach and interact with children. Many innovative educational toys have been developed recently to help children acquire important mental, physical, and social skills. A toy library makes a wide range of these toys available to many parents. Also the library can provide both formal and informal guidance on techniques of adult/child interaction and intellectual stimulation.

This then, in non-technical terms, is the major rationale behind establishing toy lending libraries. Other persuasive reasons volunteered to us by the parents who belonged to our library during its five years of operation are listed below.

- It gives children a chance to meet and play with other children.
- It gives parents a chance to make new friends.
- It gives parents and children the opportunity to participate together in a wide variety of enjoyable activities they wouldn't have available elsewhere.
- It gives parents an opportunity to exchange helpful information on child-rearing and homemaking with each other and the staff.
- It gives parents a chance to see their children learning and enjoying it.
- It provides a pleasant place to go--just to get away from the house for awhile.
- It provides a place where parents can concentrate on their children without outside distractions and interruptions.

These reasons and those described earlier in our discussion on educational research are our bases for encouraging the opening of toy lending libraries, wherever feasible, in a wide variety of locations.

II. TYPES OF TOY LIBRARIES

Toy libraries can fit into many settings, but basically there are three types.

1. A toy library as an independent community service.
2. A toy library as part of another on-going community service.
3. A toy library mainly for parents.

1. Independent Toy Libraries

Our own library was of the first type, an independent service that was family-oriented and occupied a large 9-room townhouse.

The major advantages of an independent toy library with its own building are space and flexibility of activities. There is plenty of room for parents and children to spread out and enjoy themselves. In one room, an energetic toddler can attack a pounding block with appropriate zeal, or a group of exhuberant young "musicians" can feel free to accompany a record with a full range of fascinating rhythm instruments. Meanwhile, in another room a crib baby can nap peacefully. Upstairs, still another group may be involved in a quiet and absorbing story hour.

Flexibility of programming is the keynote at an independent toy library. With an entire building, at your disposal, it is possible to offer so much more than simply a check-in and check-out service. While borrowing and returning are on-going activities throughout the day, many other structured and unstructured events can also take place.

Here are some of the special activities we were able to provide for our members. As you read through them and think about them, we're sure that other interesting and stimulating possibilities appropriate to your own prospective membership will occur to you.

Free Red Cross First Aid courses for parents given weekly

Cooking demonstrations using samples of surplus food typically offered in Washington, D.C.

Regular films and discussions on early childhood stimulation and family health

Group birthday parties for all children born in a given month

Annual Christmas parties featuring Santa and his "elf"

Children's movies and puppet shows

Group field trips to parks and zoos

Parent/child art sessions where home decorations were prepared for various holidays

An art room where parents have free access to art supplies and can work with children at unscheduled times

A sewing room where mothers can use a sewing machine while children play in a housekeeping corner of the same room

A TV corner where parents and children can watch children's educational TV

A used clothing "exchange" where outgrown clothes are donated for possible use of other families

All these and other stimulating activities can be provided for your members if you have a large building of your own.

A word of caution is needed, however, about selecting the appropriate building for your independent toy library. Make certain the zoning is appropriate for the activities you plan to have. "Commercial" or "Special Purpose" are the appropriate categories in many areas, but check your local zoning laws first before signing any lease.

Another tip we have concerns security. Our own library was in a high crime inner-city area. During the first two years, in spite of jimmy-proof locks and bars on the windows on the first floor, we experienced three break-ins. The final one was through the wall itself! Thieves removed brick and plaster making a sizeable hole through which they entered. After investing in a burglar alarm that automatically alerted the police in case of forcible entry, the problem disappeared. So, if you feel crime may be a problem at your location, we strongly recommend that you make the investment and, of course, insurance is always a must!

While space and flexibility are primary advantages of a toy library with its own building, an obvious disadvantage is, of course, the cost.

Start-up expenses include furnishings, housekeeping equipment, and an ample inventory of toys, books, and games. Major budget items are rent, utilities, maintenance, and staffing. These are continuing expenses and unless a building in suitable condition is donated rent free (which rarely happens), and the staff is made up of all volunteers (which is not advisable), these continuing costs can be prohibitive.

Although we found operating a larger, independently-housed, toy library a thoroughly rewarding experience, we had one major drawback--finding continuing sources of support. Many government agencies are interested in sponsoring innovative research and demonstration projects; in fact this is their primary function. Our own sponsor was, we felt, very generous in providing us with five years of support. Government agencies are not, however, authorized to continue this support forever! Once a project has shown itself successful and results are disseminated, this kind of funding is no longer appropriate, and the project must look elsewhere for support.

This brings us to a rather important point. Unless your membership is financially able to pay all costs through subscriptions or there is an excellent chance of getting a large private endowment, you will be faced with a constant problem of coming up with annual funding to keep the library going.

Later on, in this unit, we will refer you to a publication that suggested many sources to explore, both private and public, for start-up and continuing support for your independent toy lending library and techniques to use in applying for funding. If, however, you prefer not to exert your energies in this direction, it will be worth your while to consider both of the alternate types of toy libraries we mentioned earlier and describe below.

2. Toy Libraries As Part of Other On-Going Community Services

By taking this approach you can reduce, or perhaps eliminate, the expense of rent and maintenance. You may also be able to reduce salaries, too if the existing organization can provide the personnel, or allow you to supplement your staff with volunteers. This would leave you with only the start-up costs which include the inventory of the library (toys, books, games, etc.). Going one step further, even the toys might be furnished through donations, either by prospective members or benevolent businessmen. This, of course, would take energetic and enterprising effort on someone's part, but the possibility of starting and operating a toy library at no cost nevertheless intrigues us!

In considering the kinds of on-going community service organizations where a toy library might be installed, the possibilities are fascinating and challenging. Look through these suggested locations and think about the ones in your community that might be possible.

Schools. Nursery, Pre-School, Headstarts, and Elementary are all likely places.

Public Libraries. Some libraries have special sections for children and private rooms where toys could be loaned. Also, bookmobiles could carry toys as well as books.

Community Centers. Public recreation centers, privately-funded settlement or neighborhood houses, or YWCA's often have extra rooms where small toy libraries could be operated.

Day Care Centers. Both public and private centers could provide this service for parent users, building an important bridge between the center and the home.

Well-Baby Clinics. Waiting rooms could become more like welcoming rooms when toys and play are involved.

Churches. A surprising amount of space virtually unused during week days can be found here. (Make sure, however, that the toys can be safely stored or monitored during weekends.)

Public and Private Housing Units. Large projects often have party rooms or even apartment units for their tenants to use as recreation space. A toy library pratically at the front door would be very appealing for the families in a large project where there are many small children, and where walking any distance can be a problem.

All of the above locations might provide space and some might even furnish staff for a toy lending library.

There are, however, several important rules of thumb to remember in picking a suitable location for your toy library in an on-going facility.

First, pick a place where both higher management and the staff who will be directly involved are enthusiastic about the project, and where there will be a minimum of red tape in order to get approval for the library. An eager school principal or day care center director will be of little help if the librarian or day care worker who runs the library shows disinterest or resentment with parents and children. Conversely, a happy and helping library staff cannot be effective when they are blocked or ignored by those above them. This usually won't be a problem however, since toy libraries have an intrinsic appeal that few can resist!

Next, make sure the physical aspects of the location are suitable for toy library use. Will toys and equipment be secure when the library isn't being used? Are there too many stairs for strollers to be brought in or for little feet to climb? Will the noise of your borrowers affect other nearby activities? Is there running water for washing and cleaning toys located nearby? Will you need kitchen facilities? Is there a restroom handy? Is there anything on the premises that might be potentially dangerous to children? In short, check your prospective location carefully before making a final decision.

Toy libraries located in on-going community facilities lack the privacy and flexibility of an independent library, but the savings in operating costs and chances of continued survival cannot be overlooked.

3. Toy Libraries Mostly for Parents

Still, a third approach should also be considered, particularly if the space and funds available to you are definitely small. The Far West Regional Laboratory has developed a parent-centered toy lending library approach. Parents, rather than children are the major focus--specifically parents of 3 and 4-year olds only. The

toy inventory consists of eight toys which were developed by the laboratory to teach some basic cognitive skills. These toys are used in a course with a small group of parents, guided by a teacher/ librarian. A manual is provided to aid the librarian, who need not be a professional educator, in working with parents. Parents are also given manuals to help them in working with their children at home. Eight sessions are held with the teacher/librarian. After this, eight additional "loaner" toys are offered to the graduating parents. Meanwhile the teacher/librarian is available to start with a new group of parents.

Unlike our approach, children and parents do not usually come to the toy library together to play and interact, and to meet other parents and children. The basic parent/child interaction is all done at home with the parents returning to report their experiences.

At this writing, the Far West Laboratory offers one set of eight basic toys for $62 and a set of eight loaner toys for $50. A set of teaching materials (manual, guides, cassettes, etc.) is approximately $105. The quantity of toys you need depends on the number of parents you plan to serve.

If you're planning a small group and use this approach, you could avoid renting space at all. You could meet each week in private homes with the "toy library" stored between time in a closet or in the trunk of the teacher/librarian's car.

If this toy library approach appeals to you and you want to focus on 3 and 4-year olds, we strongly recommend that you write for the following publication.

A Guide to Securing and Installing the Parent/Child Toy Lending Library. Stock Number 1780-0993. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Price: 60¢.

NOTE: This publication also includes on pages 32 through 48 many excellent suggestions for finding funds for a toy lending library including a sample of a written proposal and rules for incorporation.

The remainder of this manual is devoted to the first two types of libraries--toy libraries devoted to serving a wide age range of children interacting with each other and their parents on the premises and using a wide variety of toys.

III. SELECTING APPROPRIATE TOYS AND EQUIPMENT

Deciding what kind of toys and how many you will need is one of the most difficult aspects of planning your toy lending library. Obviously, the more specific your information is about your prospective members, the easier the task becomes! To begin, you need an estimate of the number of parents and children the library intends to serve. Equally important, you must decide what age range of children you want as borrowers.

Our library was for children from birth through kindergarten which meant a wider range of toys were needed than for a library which serves only 3 to 5-year olds. We have strong biases about including babies as borrowers, and recruiting them as early as possible. Research, particularly in the area of institutional deprivation, has shown dramatically the negative effects that can occur with babies who, although they receive adequate physical care, don't receive the necessary affection and intellectual stimulation. The result includes problems in social and intellectual development which are, in some cases, irreversible.

In addition to this strong argument, there are also compelling practical reasons for including babies in your library population. The earlier they begin, the longer they will be members and the more toys and learning experiences they will be exposed to. Also, the earlier a mother begins intellectually stimulating her child, the sooner it will become an ingrained habit and part of her everyday life.

Regardless of the age range of the children you decide to include in your toy library, the toys you select should be geared to the developmental level of the children. But before launching into a discussion of the kinds of toys we recommend for each age group, it is important to give you some general guidelines that apply to selecting <u>any</u> toy for library use.

Talk to representatives of toy companies or good toy stores. Study their brochures, and ask for their recommendations on toys. Equally important, find out whether they will give you a discount!

Many of them will do this for you, since you will be buying in bulk and will very likely be buying again in the future. Two of the firms we dealt with had former preschool teachers as representatives, and one of them prepared us an excellent list of recommendations. We followed many of her suggestions in making our initial order.

Another suggestion is to start small. Get enough toys to circulate among your members, but hold back part of your budget until you find out which types of toys are most popular and whether your estimate of the number of regular borrowers you will have was accurate.

As stated earlier, get as many toys as possible through donations. Once you know the kinds and number of toys you want and the approximate cost, you can approach community or school organizations, businessmen, or if the families are affluent enough, the parents who will be using the toy library themselves.

Tips for Toy Buying

There are several important guidelines to use for selecting toys for library use. If a toy fails to meet any of these requirements it should not be selected.

1. Safety. No toy should have sharp edges or be designed so that it could possibly pinch little fingers. It should have no pieces small enough for a child to swallow. The paint used on it should be non-toxic.

2. Sturdiness. Library toys must be stronger than those for home use only. Some plastic toys are much more durable than others. Look them over carefully. Are the moving parts loosely put together? Does the toy rattle if you shake it? Does the plastic seem thin and fragile so that it might crack if you dropped the toy or leaned your weight on it? Look for plastic toys that are made of a thicker grade of plastic and tightly put together. Colorful plastic toys have two wonderful advantages--price and popularity. Heavy natural wood toys which are commonly found in schools, have two real disadvantages. They are heavy for carrying to and from the library and children don't show as much interest in them as they do in colored ones. Also, many aren't intended to be washed and they become warped, cracked, or the wood finish peels. One expensive type of wooden boat we bought cracked when the child played with it in a tub of water. Furthermore, it wouldn't float!

Our advice is to buy a few sturdy wooden toys for Center use, but to stock colorful lighter weight toys for the bulk of your inventory.

3. Waterproof. Library toys are washed often in water with disinfectant soap. Make certain the toys you buy won't peel, crack, fade, or shrink when wet. Soft cuddle toys should be machine or hand washable.

4. Appropriate Age Level. Toys should be appropriate to the developmental level of the children who will use them. Children must have both the physical and mental skills to deal successfully with the toy. Read our guidelines for selecting toys for different age levels, and if you need more information, try some of the references in the bibliography section of this manual before selecting toys. Sometimes we felt that a toy had been advertised for too wide an age range. Other times we felt a toy had applicability for children of a broader age range and more uses than the manufacturer specified. You are going to have to feel your way on this a bit, and learn from experience.

5. Colorful and Interesting This means just what it says. The toy should be colorful and capture a child's interest. Our experience indicated that children from both middle and lower socio-economic backgrounds preferred toys that were colorful, and representational. Abstract and whimsical toys were often the delight of well-educated adults, but left to themselves, children preferred the obvious and familiar. This is not to say that a cat who plays the fiddle or a cow who jumps over the moon has no place! Only that an uncolored ambiguously shaped wooden form that could be either a boat, truck, car, or train doesn't always stimulate imagination, it sometimes leads to boredom or frustration instead. As a general rule, young children like toy cars to look like real ones, boats to look like boats, etc.

6. Practical. Price is a real consideration. Inflation is still with us, but at today's prices we recommend that you buy toys costing under four dollars each. (With bulk discounts this is possible). Many satisfactory toys and books can be bought for $3.50 and less. The reason for this is obvious. Toys lost or damaged can be more economically replaced. Also of practical consideration, should be the number of pieces a toy contains. Puzzles are important toys, but avoid those with many parts.

7. Useful for More Than One Age-Level. Whenever possible, select toys that can be stretched across various age levels Many toys have different uses for different ages. For example, during infancy, stacking rings can be used to help a baby learn how to take a ring off a peg and later how to replace it. As a toddler he'll learn to stack and unstack rings according to size. Still later the rings can be helpful for teaching colors. Other toys are useful for varied age groups such as blocks, nesting cups, pop beads, string beads, etc. When choosing toys, keep this type of versatility in mind.

8. Educational Value. Every toy you select should have some educational objective and the more obvious and clear-cut the teaching goals of a toy, the better for library use. Most parents are not trained teachers and it is important for them to understand the educational purpose of each toy they are borrowing, so that they can help their children effectively. Choose toys with a wide variety of goals (developing, physical, mental language, social skills, etc.), but make certain parents will be able to easily understand how to use them from a simple written or oral explanation.

All of the above general guidelines and criteria are important when selecting toys. Now we are going to make specific recommendations of toys we found effective for various age ranges from birth through five years. In reviewing our lists, it is important to keep in mind that no toy library can contain enough toys to teach or help develop all the skills young children need to learn. You'll have to pick and choose based on your budget and with a veiw to selecting the widest range of teaching experiences you can afford for your young borrowers. Also remember in looking through our classification systems that no two children develop at the same rate. Some infants are ready for toddler's toys before others, some toddler for some types of the preschooler's toys before others, etc. Also, keep in mind that some children's motor skills will develop before their language and cognitive skills and vice versa. In other words the following categories should be used flexibly when lending toys for young borrowers. Developmental level of the individual child should govern rather than chronological age.

Category One: Babies From Birth to Approximately 15 Months

This covers the time from earliest crib days through sitting up, crawling, and taking the first few steps. Often this is referred to as the busiest time in a child's life in terms of motor, language, perceptual, and social development.

Many child development specialists feel that positive adult/child interaction from the first days of life is critical to later development. Babies need toys that will stimulate all of their senses. They need encouragement in looking, listening, touching, tasting, smelling, reaching, babbling, moving, etc. They need to know from adult approval that when they do these things in a purposeful manner, it is important and good. Toys to help stimulate babies during this critical period are listed below.

Crib modules*

Crib gyms*

Musical crib toys

Noise makers (rattles, and other grasping toys in varied sizes and shape that squeak, rattle, click, chime, buzz, etc.)

Teething rings (different textures, sizes, and shapes)

Colorful posters and pictures*

Large balls (different textures, cloth, plastic etc.)

Large blocks (soft plastic)

Cuddle toys (washable cloth or plastic)

Floating bath toys

Books (non-toxic cloth or heavy cardboard) with large colorful pictures of familiar objects

Records (simple nursery rhymes and folk songs)

*These toys can be lent for more than a week, say two to four months and then varied to renew a baby's interest.

Pop-up toys (push button or lever)

Large simple pounding toys (light-weight plastic)

Large, very elementary take apart toys (no more than 2 or 3 pieces

Large stacking or nesting toys

Dump-and-fill toys

It is of major importance is to choose a wide variety of colors, textures, sounds, and activities.

We also recommend the following baby equipment for Center use only (budget permitting):

High chair

Infant seat

Play pen

Small crib

Walkers

Bouncers

Category Two: Toddlers (approximately 15 months to 3 years)

This period starts with new walkers and talkers and takes them through the development of a wide range of skills in gross and fine motor activities, language and social development, and basic concept formation. Unless these children are in day care centers, they are not yet accustomed to formal group activities and will prefer to play alone or with an adult. Another way of describing this group is those who are too old to be babies but too young for preschool.

Development at this state is more complex than with babies. To help you with toy selections, we've grouped out suggestions according to the skills they emphasize (although many toys deal with more than one skill):

Gross Motor Toys

Push and Pull toys

Wagons

Pounding toys (heavier than for babies)

Large tools and tool bench

Tot-size brooms, mops, rakes, hoes, shovels

Balls

Simple rhythm instruments (drums, bells, tambourines)

NOTE: Many gross motor activities at this age require equipment that is too large or expensive for library use. (Playground equipment, tricycles, etc.). If space and budget permits, you could have 1 or 2 tricycles for lending.

Fine Motor Toys

Zipper, string and lacing toys

Busy boxes (hooks, locks, dials, etc. to manipulate)

Lock boxes

Sandbox toys (rustproof)

Building blocks (plain and interlocking)

Music boxes

Peg boards (large with few pieces)

Pop-up toys

Simple transportation toys (3 car train that interlocks, cars trucks, boats, etc.)

Language/Social Development Activities

Records (rhymes, games, and activities)

Toy telephones

Nursery rhymes and simple story books

Dolls, puppets and stuffed toys

Unbreakable hand mirrors

Concept Formation Activities

Wooden puzzles (3 to 8 pieces)

Shape sorting boxes (3 pieces)

Simple take apart and put together toys (large gears, etc.)

Rubber farm and zoo animals

Beads on a counting frame

Simple matching toys

In addition to these, we recommend the following for Center use with this age group:

Rocking horse

Children's tables and chairs

Finger paints

Large crayons (basic colors)

Category Three: Pre-schoolers (approximately 3 through 5 years)

This is the period when a major emphasis is on getting children "ready" for school. Some toy library children will begin attending nursery schools, pre-schools, or kindergarten. They will be having their first experiences with organized learning and group play. These children will use the toy library materials to supplement their formal learning activities. Other children, because of parental choice or economic circumstances will still not be exposed to organized play or educational experiences. These children will depend more heavily on toy lending library materials for acquiring physical, social, and academic readiness. This is a time when their manual skills must be refined, vocabularies increased, attention and interest spans lengthened, and cooperative group play should be started.

Many of the types of toys suggested under Category 2 for toddlers will still apply to this group, particularly in the gross and fine motor areas. The difference is that children will be older and need sturdier, more sophisticated versions of some of these toys and use them more in group play. Many additional toys are recommended in the language/social and concept formation areas.

For ease of classification, we have again grouped them according to the major skills they focus on developing, although many toys deal with overlapping skills.

Gross Motor Skills

Balls

Wagons

Tool sets (not plastic, but real tools that work)

Pounding toys

Musical instruments (a full range of drums, cymbals, xylophone, triangles, tambourines)

Doll carriages or strollers (space permitting)

Jump ropes

Sturdy garden tools

Tricycles and scooters (space and budget permitting)

Fine Motor Skills

Zipper, string, and lacing toys

Sewing cards

Doll clothes (for infants, girl, boy, and adult dolls)

Building blocks different sizes and materials, some interlocking, some plain

Peg boards (smaller, more pieces, than for toddlers)

Take apart and put together toys with gears, nuts, bolts, levers, etc.

Blunt edge scissors

Rust-proof sandbox toys

Spinning tops

Lap-size chalkboard and chalk

Language/Social Skills

Mirrors

Toy telephones

Dolls (representing different ages and ethnic groups)

Hand and finger puppets

Farm and zoo animals

Books (stories, poems, rhymes)

Records (stories, sing-alongs, and games)

Toy dishes

Nurse and doctor sets

Transportation toys of all kinds (cars, trucks, planes, boats)

Stand-up sets of community workers and family members

Toy gas station, car washes, other "businesses"

Concept Formation

Sorting toys of all kinds (color, shape, textures, size)

Matching toys (lotto games with all kinds of pictures: people, animals, letters, numbers, etc.)

Bead counting frames

Magnetic and flannel boards for numbers, letters and shapes

Giant Dominoes

Balance scales

Puzzles (8 to 12 pieces)
(wood or very heavy cardboard)

Toy clocks, cameras, mail boxes, other everyday objects

Magnets

Magnifying glasses

All of the toys listed above are for lending purposes. In addition, we highly recommend the following equipment for center use, of course, as always, budget and/or space permitting.

Easels (one or more)

Construction and art paper

Crayons (smaller and more colors than for pre-schoolers)

Paints (finger and water color)

Paint brushes (large)

Glue

Dress-up clothes (donated by parents)

Doll House with furniture and people

Toy Village

Play store that doubles as a puppet stage

Toy housekeeping equipment (stove, refrigerator, sink, table, chairs, etc. set up in a corner for group play)

At first glance these may seem like expensive suggestions, but many of these items could be made by talented parents, volunteers, or staff. Plans for construction can be found in many books at public libraries.

After studying our recommendations of toys for each age category from birth through five, you probably have some idea of the kinds of toys you'll want for your own toy lending library. Now comes the other really basic problem, how many toys should you buy to get started? This, of course, depends on how many children you plan to service. If you really haven't any idea of the number, we recommend you go through the procedure we call preliminary recruiting that is described on page in this manual. It can help you greatly.

Our library eventually serviced approximately 1500 children, but the membership was built up slowly and over a 5-year period. The best advice we can give to you is to start conservatively.

Unless your library is in a location that has a captive audience such as in a nursery school or day care center where parents have to come to pick up children daily, your members will probably use the toy library very much the way people use a book library. Some will come every week faithfully and a smaller number even more often. Many others, however, will be quite sporadic in attendance, coming for several weeks than not again for several more weeks. In other words, not every child will borrow every week. Considering your total population, it will be realistic to say the average child borrows 25 times a year or approximately every two weeks.

A practical rule of thumb is to set a basic cost for each child who uses the library. We recommend a budget of $10 per child for purchasing toys and books. We suggest this basic cost because it can buy the following:

2 toys at $3.50	$7.00
1 book at	2.00
Maintenance and replacement	1.00
TOTAL	$10.00

Our rationale for this type of breakdown is that at our library two toys and one book was the maximum amount that could be borrowed at one time. We feel that assessing the cost of one maximum "borrow" per

child will provide ample toys and books to operate most toy libraries where children borrow on the average of every two weeks.

For a toy lending library with 100 children, the cost would be $1,000 for toys. This would include 200 toys and 100 books. (You could vary the ratio of toys and books somewhat depending on your target population.) A total of 300 toys and books we feel is ample for a target population of 100 children who borrowed on the average of 25 times per year. This means that a given child might borrow 75 different toys and books from a pool of 300 during the course of a year.

Again, we caution you not to buy your entire inventory at once. Start out with about one-half or one-third of your total budget, then wait a few weeks to see if you have enough toys, and whether they are proving to be appropriate in terms of age of the borrower, practicality and popularity.

The $10 per child figure is based on a target population of 100 children. With more children, it could possibly be less, and with fewer children it could be somewhat more, however, we feel it to be both realistic and practical. If a child used the toy library from birth through 5 years of age (6 years) the cost would be about $1.66 a year - an unheard of bargain in both toys and learning experiences for any family!

We realize that the guidelines in this manual won't give you a magic answer on exactly what to buy and how much to spend for it. Unfortunately, crystal balls are out of fashion and each community's needs are different. What we've tried to do is help you avoid many of the pitfalls we've encountered, provide some practical guidelines, and for the rest, we'll say again, that much of the time you'll have to feel your own way.

Books About Children

Books that deal with child development and offer simple guidelines for working with infants and young children are listed in the Reference Section on page 60. You'll want to order some of these publications to lend to parents.

Films

There are many excellent films available free from public libraries. These include films for and about children. By visiting or calling your local library you can obtain a list of their inventory and borrow for toy library special events.

Other Equipment

Besides your basic inventory of toys and books there are other basic items you'll need for setting up and operating your library. These are listed below.

Furniture for your toy library should include:

Desk or table with chair for checking out toys

File cabinet for record keeping

Display shelves

Some adult chairs

Children's table(s) and chairs

Rugs in play areas (for comfort)

Basic office supplies with include:

Stationary

File folders

5 by 8 cards (for borrowing records)

5 by 8 card file

pencils, pens, paper clips, stapler, staples

Marking pens (indelible, non-toxic ink for coding toys)

Scissors

Scotch tape

Telephone index

Scratch pads and tablets

Maintenance supplies required include:

Disinfectant soap for plastic, wood, and metal toys

Laundry soap for soft toys

Cleaning equipment and supplies as needed (broom, vacuum cleaner, sponges, paper towels, toilet paper, etc.

Luxury items might include:

Stove and refrigerator (if on the premises or can be had second-hand)

Pots, pans, dishes

Coffee, tea, juice, punch, and cookies

Before getting out your check book, find out first if any of these items comes with the facilities you'll be using. Next, our advice (as always) is to get what you can through donations. If this isn't possible, then try second-hand stores or look for sales and discount prices.

IV Operating Procedures

This section deals with setting-up and operating your toy library on a day-to-day basis.

Physical Layout

The physical lay-out of any toy library will include: display and play space, a check-out area, a toy maintenance area, storage space, and if you are lucky, space for special activities.

Display and Play Area

Not all of your toy inventory should be on display at one time. Attractive samples should be grouped on shelves in an area(s) where children and parents can select and try-out toys. One logical way to display your toys is by developmental sequence (baby toys in one area, toddlers next, etc.). Another arrangement could be by skill -- gross motor, fine motor, cognitive, etc. Still another by types of toys -- books and puzzles in one place, cars and trucks another, etc. Let your imagination and space available be your guides. It's a good idea, however, to rearrange your displays often to avoid waning interest in young borrowers.

Vary your wall decorations, too. Use "art" work of children and parents, and interesting posters, and clippings. A bulletin board for community notices is also a good idea. If you have the staff to take care of them and can afford them, small pets such as fish, gerbils, birds, and turtles are very popular with young visitors, too.

One more word about your display area. This is where children will also try-out and play with toys (space permitting). It's important to have a rug on the floor for their comfort (and their mothers) because that's usually where most of the playing is done. It also keeps down the noise level. One or two child-size tables with chairs are also a good idea, since crafts and games played with adults are more comfortably done in this manner.

Storage Area

Toys should be stored on shelves in a large closet(s) or better still, in a separate room. Our own toys were stored according to code number which made them very easy for anyone to locate at any time. (More about this coding system later.)

---

[1] Stick to gerbils rather than mice, however. Gerbils have no odor.

Maintenance Areas

This is the area where returned toys are washed before being loaned again. You'll need a sink, room to spread out toys to dry and a place to safely store disinfectant and regular soap. We did most of the toy washing in the kitchen of our library. Occasionally, we used the bathtub upstairs for large loads. The maintenance area is also a handy place to keep your other cleaning materials (broom, mop, sponges, etc.).

Special Activity Areas

By these we mean any nooks, alcoves, halls, and preferably rooms that you can use for the kinds of supplementary activities that we found to be popular with our children and parents. In general we classify these activities in four ways (1) noisy activities (2) quiet activities (3) messy activities and (4) formal activities.

By noisy activities we mean group play by several children with or without parents. One example would be a housekeeping nook with toy appliances, dishes, etc., where children are "playing house." Another would be a transportation area where trucks, trains, and cars are being manned by a crew of young drivers. Still another would be a rhythm band session accompanying a lively phonograph record. Think for a minute, and many more will come to mind.

Quiet activites may be harder to provide without the aide of walls and a door. For these we had in mind a baby napping in a port-a-crib, or parents reading with children, or a parent and child involved in a quiet problem solving game that takes concentration (puzzles, sorting, matching, etc.).

Messy activities can be either quiet or noisy, but they have two important requirements. Water should be nearby and something waterproof should be on the floor (an old piece of linoleum will do). Be sure also to have lots of paper towels, old shirts for smocks, and newspapers handy. Messy activities include watercolor painting, finger painting, drawing, cutting, pasting, using "beautiful junk" to be creative, working in clay, playdough, etc. Sometimes parents enjoy this chance to let themselves go and be creative even more than their offspring.

Formal activities are defined as planned events for a sizeable group of children and/or parents. These include group birthday parties, holiday parties, movies, puppet shows, parent courses and discussion groups, etc. If your library doesn't have a fairly large extra room for this purpose, you might try using the library itself for an hour or two, temporarily suspending borrowing activities. Another alternative is to try borrowing a room in a neighboring facility such as a church, community center, school, or library. Many of these organizations are very generous with space for community activities.

Flexibility and imagination are the keynotes in planning areas for special activities in your toy library. The smaller the space the greater the flexibility and imagination required!

Operating Procedures

Coding Toys

As soon as you have unpacked and finished admiring a new order of toys, the first and most important thing to do is to apply a code number to each toy. Use a marking pen that has non-toxic indelible ink and place the code number in some inconspicuous place that won't mar the looks of the toy. For puzzles or other toys that have several pieces and come in boxes, cans or other containers, you can put the code on the container and on the back of the pieces. For cloth dolls or animals, the label is a good place -- if it's large enough. For other types of dolls the bottom of the foot or on the body under the clothes are good places. If there is no practical place to write on the doll, place it in a plastic bag and write the code on the bag.

Coded toys are critical to the smooth operation of any toy lending library. They make it easy to store and locate specific items -- and easy to keep track of what toys are in, out, late, or lost.

Any number or letter system that makes sense and can be easily understood and used by the staff will do.

Here is the way our toy coding system worked: we had a 6 digit code (if your inventory is small, you won't need this many digits). The six digits stood for the following:

First 2 digits	-	age span for which the toy was appropriate
Second 2 digits	-	Toy manufacturer's identification
Third 2 digits	-	Which item the toy was in the list ordered from that manufacturer

For example, a toy with the code number 24-03-15 would be designed for ages 2-4, and was the 15th toy ordered from the manufacturer coded 03. If this toy was ordered in quantity a letter designation was added at the end. Thus, if this code were assigned to a puzzle, and three of them were ordered, the final two digits would be 15A, 15B, and 15C.

This system permits every toy, even those that are identical, to have its own number. This way, whenever a toy is missing or late, you can always identify the person who has borrowed it.

Once the toys have been coded, those that are not on display should be stored according to the first two digits in their code numbers, starting with the lowest numbers first.

One final word: You might not agree with the manufacturers recommendations for the age span of a toy. In this case, don't go along, but code it for the age span you think is best.

Registering Members

After your toys are coded and set up, you're ready for business. The first step is to sign up each member. At a minimum, your registration form should ask for the following information:

Child's name and age

Parents' names

Address and phone number

Names of all adults who may borrow for the child

Our toy library was a research project, so much more biographical information was required for our data anlaysis. A copy of this registration form is included at the end of this section on page so you can consider if you would like to include any of the questions we asked on your form.

After registering a child, parents should be given an orientation in library procedures, a copy of library rules, and a borrowing card should be made out for the child. Our orientation procedure included a tour of the library, a written explanation of the purposes of the library in simple, non-technical terms, and a copy of library rules. Later we added a brief slide/tape presentation to explain the importance of early childhood stimulation to parents. Copies of our

explanation of the library, library rules, and a typical borrowing card appear on page to give you ideas for developing your own materials.

A final word is necessary on the borrowing card. To economize, it isn't necessary to have cards run off with lines on them. At the top of the 5 by 8 card you can simply print the child's name (last name first) and his telephone number. Then underneath you can fill in for each borrow from left to right the date - code(s) of toys and books borrowed, names of toys and books and date, when they are returned, fill in this date. An example appears below.

BROWN, ANGELA			362-6113
6/15/73	01-12-03	musical radio	6/22/73
	01-07-05	chime ball	
	02-09-01	Baby's First Book	(page torn)
6/22/73	01-19-04	crib mobile	called and renewed til 7/20/73

According to this example, the three items borrowed on June 15 were returned on time a week later. The crib mobile borrowed on June 22 was renewed for an additional period. It was our policy that items could be renewed for a week or even longer as long as a parent called in to notify us and there wasn't a waiting list for that toy.

Check Out Procedures

Our library rules stipulated that a child could borrow 2 toys and a book for a week, with a renewing option as described above. The toys selected were brought to the checkout desk. They were recorded on the child's borrowing card, the card was returned to the file. The items were packed for carrying in a toy lending library shopping bag(s). (Any plastic or paper bags can be used or heavy duty plastic trash bags might be substituted. These can be used again for the next borrow.)

When toys were returned, this date was written on the card as indicated above. At this time toys were also checked for broken or missing pieces. If this occurred it was noted on the borrowing card

next to the date returned. Such toys were not put back into the lending inventory unless they could be repaired or the missing pieces substituted. Sometimes a toy could be used without all of its pieces. Other times, a missing piece could be taken from an identical toy (for example, a puzzle) that was not being loaned because it has pieces missing, also.

Toys that were returned would be taken to the maintenance area for washing. Disinfectant soap or plain soap and hot water would be used as appropriate and, after the toys were dry, they were replaced in the storage area according to code number. Books, puzzles and non-immersible toys were either wiped or sprayed with disinfectant.

When it comes to washing toys, it is difficult to recommend a specific disinfectant soap to use. New products appear on the market often, and it is best to get advice on this from your own local children's hospital or public health service. If some contagious childhood disease hits your young borrowers, it is always advisable to check with these authorities as to the best way to sterilize toys or whether toys have to be discarded (this did not happen during our 5 years of operation).

As with any other library, toy library borrowers are also sometimes late in returning toys and a few members seem prone to losing toys or returning them in damaged condition. To keep this at a minimum, we had a clause in our rules which stated that the toy library reserved the right to suspend the membership of any borrowers who continually lost or damaged toye or returned them late. We never had to use this clause, but we think that having it served as a deterrent. Several parents offered to reimburse us for toys they had accidentally lost or broken, but we felt this wasn't necessary.

When parents were more than 2 weeks late, we called and reminded them. At this point they would either renew by phone for another week or set a date to bring back the toys.

Our system for checking on late toys was as follows:

The staff would look through the alphabetical card file of current borrowers every week to spot toys overdue 2 weeks or more. (This takes only a few minutes to do.) Parents with late toys were called, and the date of this call was noted on the card. If the parent had

not returned in another 2 weeks, she was called again or a note was sent. This, too, was noted on the card. Then if the toy still wasn't returned, the borrowing card was placed in an alphabetical file entitled "Inactive Members". (A copy of our letter for late toys appears on page 41.) Should the parent return after this, it was easy to find the card, record the return, and put it back into the Active File.

NOTE: In all of these calls the staff member expressed concern not so much that the toys were late, but rather that they missed seeing the child and have him profit from exposure to other toys.

In only two instances did a child become so attached to a toy that it would have been an emotional hassle to force him to give it up. In one case the mother reimbursed us for the toy. The other mother, who was unable to pay, was supplied with cake mix and asked to bake the cake for one of our birthday parties.

By and large, the majority of toys which were not returned were those taken by a new member for the first borrow. To cut our losses, our rules stated that for the first 3 borrows, only 1 toy could be taken. After 3 successful borrows, then a member could borrow 2 toys and a book. Very little of our inventory was lost because the toys weren't returned, however. We estimate that the loss ran about 5% per year.

Daily Housekeeping Duties

Vacuuming, dusting, putting out trash, and other routine day-to-day housekeeping chores are as necessary in a toy library as they are in any other place where people congregate. Our budget provided for a part-time helper to keep our 9-room townhouse in order. If cleaning staff is not available for your toy library, your librarian may have to make this a part of the job or you'll have to seek the help of generous volunteers.

A few wall signs can also help you considerably in keeping the library tidy and pleasant.

After a few backbreaking weeks we placed a sign on the wall of each separate play area which said "Parents Please Help Your Children Return Toys to Shelves After Using. Thank You"

TOY LIBRARY FORMS

On the following pages are replicas of the toy library forms used in the day-to-day operation of our library. These are included to give you ideas for designing forms suitable for your own operations. Included are our Registration Form, Rules, Explanation of the Library, borrowing card, and reminder letter. Also we have included 2 Home Teaching Guides which we used sometimes to help parents understand how to work with specific toys. (It proved too time consuming to prepare these for every toy, if, however, you have a relatively small inventory and a staff of eager volunteers, it could be done.)

TOY LENDING LIBRARY REGISTRATION FORM

1. Child's Name: _____ Date: _____
(Last) (First) (Middle)

2. Sex: ( ) Male ( ) Female 3. Date of Birth: _____

4. Does the child have any brothers at home? ( ) Yes ( ) No
How old are they? ____ ____ ____ ____ ____ ____ ____ ____ ____

5. Does the child have any sisters at home? ( ) Yes ( ) No
How old are they? ____ ____ ____ ____ ____ ____ ____ ____ ____

6. Are any other children living in the house? ( ) Yes ( ) No
How old are they? ____ ____ ____ ____ ____ ____ ____ ____ ____

7. Child's Home Address: _____

8. How long has child lived there? _____

9. Mother's Name: _____ 10. Marital Status:
(Last) (First) (Middle)
( ) Single
( ) Married
( ) Divorced or Separated
( ) Widowed

11. Mother's Address: (If different from child's)
_____

12. How long has Mother lived there? _____
If at above address less than one year, was your previous home:

( ) In the neighborhood
( ) In another neighborhood in Washington
( ) In nearby Maryland or Virginia
( ) Outside of the Washington area. What state? _____

13. Phone No.: _____ 14. Mother's Occupation: _____

15. Mother's age: _____ 16. Mother's Education: Highest grade completed: _____

17. Does Father live in the home? ( ) Yes ( ) No

18. Father's Education completed: ____ Grade 19. Father's Occupation: _____

20. Total Family Income:
( ) $1500 or under
( ) $1501 to $3000
( ) $3001 to $5000
( ) $5001 to $6500
( ) $6501 to $7500
( ) $7501 or more

21. Is the family now receiving any of the following:

( ) Welfare Benefits, ADC ( ) Unemployment Compensation ( ) Pension

22. Who takes care of child during the day?

( ) Mother
( ) Father
( ) Babysitter
( ) Other relative:
( ) Grandmother
( ) Aunt or Uncle
( ) Sister or Brother
( ) Other: _____
( ) Day Care Center
Where: _____

23. Who else can bring the child to borrow toys:

_____, _____, _____

24. Has the child attended any of the following programs? ( ) Yes ( ) No

A. Head Start _____ (How long?)
B. Day Care Center _____ (How long?)
C. Kindergarten _____ (How long?)
D. Other pre-school or nursery _____ (How long?)

TOY SELECTION GUIDE

25. What kinds of toys does this child like to play with now?

_____
_____
_____

26. What kinds of toys does this child have at home now?

_____
_____
_____

27. How would you describe this child's development and skill compared with other children his own age?

( ) Slow
( ) Somewhat slow
( ) Average
( ) Faster than average
( ) Very fast

28. Does this child have any health problems in any of the following areas?

( ) seeing
( ) hearing
( ) speaking
( ) walking
( ) moving hands or fingers
( ) other health problems
What are they? _____

29. Does this child have any of the following skills or interests?

Skills

( ) Grasping, holding
( ) Babbling
( ) Saying Da-da and Ma-ma
( ) Crawling
( ) Walking
( ) Talking

Interests

( ) Musical
( ) Mechanical
( ) Artistic
( ) Letters or Numbers
( ) Other _____

30. How did you hear about the Toy Library?

( ) A friend
( ) Saw the sign outside
( ) Saw a flyer in store
( ) Was called on telephone by library staff
( ) Was vistied by library staff
( ) Received mailed invitation
( ) Through the school
( ) Newspaper
( ) Community paper
( ) Other _____

2311 EIGHTEENTH ST., N.W., WASHINGTON, D.C. 20009 (202) 387-2467

TOY LIBRARY RULES

1. CHILDREN MUST BE REGISTERED AND BROUGHT TO THE LIBRARY TO BORROW TOYS BY A PARENT OR OTHER RESPONSIBLE ADULT.

2. TOY LIBRARY MEMBERS MAY BORROW TOYS FOR AS LONG AS A WEEK. AFTER A WEEK THEY MUST BRING THE TOYS BACK. THEN THEY CAN EITHER BORROW THE SAME TOYS AGAIN OR BORROW NEW ONES.

   (NOTE: Certain infant toys can be borrowed for longer than one week. Ask the library staff about these).

3. THERE ARE TWO (2) TYPES OF TOY LIBRARY MEMBERS: (1) TEMPORARY MEMBERS AND (2) REGULAR MEMBERS.

4. ALL CHILDREN WILL BE TEMPORARY MEMBERS UNTIL THEY HAVE BORROWED AND RETURNED THREE TOYS AND A PARENT HAS ATTENDED AN ORIENTATION SESSION. TEMPORARY MEMBERS MAY BORROW ONE TOY AT A TIME.

5. CHILDREN AND PARENTS BECOME REGULAR MEMBERS AFTER RETURNING THREE TOYS ON TIME. REGULAR MEMBERS HAVE THE FOLLOWING BENEFITS:

   (a) THEY MAY BORROW TWO (2) TOYS AND A BOOK EACH VISIT

   (b) PARENTS WILL BE INVITED TO SPECIAL PROGRAMS AND GET-TOGETHERS. (REFRESHMENTS WILL BE SERVED).

6. THE TOY LENDING LIBRARY RESERVES THE RIGHT TO CANCEL THE MEMBERSHIP OF ANY MEMBER WHO CONTINUALLY BREAKS OR LOSES TOYS OR FAILS TO RETURN THEM. (IN CASE OF ILLNESS OR OTHER PROBLEMS, TOY BORROWING MAY BE EXTENDED BY CALLING 484-1036).

OPERATED BY THE AMERICAN INSTITUTES FOR RESEARCH, WASHINGTON OFFICE

2311 EIGHTEENTH ST., N.W., WASHINGTON, D.C. 20009 (202) 387-2467

For children from birth through
five years

Hours: 9:30-4:30--Monday - Friday
Other times may be possible by appointment

What is it? It is a place where parents can borrow toys to keep at home for a week. Bring them back and borrow others.

Why borrow toys? Studies have shown that babies and pre-school children whose parents talk to them and play with them during their early years of growth do better when they start school. Young children grow fast. Many toys are fun for a little while but the child loses interest. By borrowing toys the child can be given many more learning experiences without a lot of money being spent on toys. Many children can learn from the same set of toys.

What kinds of toys? The library will lend toys that have been carefully selected because they are fun to play with and children can learn from them.

What can a child learn from a toy? Lots of things, but he needs your help. Education starts when a child is born. YOU ARE HIS FIRST TEACHER. With just a simple set of colored blocks, for example, you can teach him the names of colors. You can help him train his eyes and hands to work together to stack the blocks. You can teach him words, like "same" and "different, " "over" and "under," "high" and "low," and many, many others. Other toys teach other things. The library staff is there to help you select a toy, and to show you how to use it to teach him the things he wants to know.

What will it cost? Borrowing toys costs nothing. The toys have been bought with grant funds for just this purpose. The library is being operated by the American Institutes for Research under grants from the National Institute of Mental Health, the Eugene and Agnes Meyer Foundation and the Hattie M. Strong Foundation. As long as toys are returned, the library can serve a useful function for many children. Help make it work by borrowing and returning toys regularly--everyone will benefit.

How do I become a borrower? Come to the library and get an application blank. The staff will tell you how to enroll.

Can I send my children alone? No. Most of them will be too young, but more important, we want to show the parent or adult who takes care of the child what the toy can do for the child. We are requesting that the child be brought to the library by an adult who will use the toy to help the child's education.

DATE FILE

NAME Tel. No.

Date Borw'd. & Init.	TOY NUMBER	KIND OF TOY	Date Ret'd. & Init.	COMMENT

2311 EIGHTEENTH ST., N.W., WASHINGTON, D.C. 20009 (202) 387-2467

Dear Member:

Our records show that the toys listed below have not been returned. Since the library tries to serve many children with a limited number of toys, it is important that toys loaned are returned. We cannot continue to operate if toys are not returned.

Of even more importance to you as a parent is the value your child can get from playing with different kinds of toys.

Please come to the library so we can continue your membership.

Sincerely yours,

Toy Lending Library

Toys overdue:

HOME TEACHING GUIDE

TOY: PUZZLE (#27-02-35) (HANSEL & GRETEL)

I. Some things this toy can help you teach:

matching shapes
names of familiar objects
remembering hidden pictures (concentration)
paying attention
using imagination
hand and finger control

II. Words:

puzzle	wood	round
bird	witch	old lady
cage	cat	table
broom	girl	boy
lock	stool	chair
window	floor	chimney
roof	squirrel	put in
take out	fit	names of colors

III. Activities:

Pick up each piece and discover the picture hidden under it.

Learn the names of the objects in the hidden pictures.

Cover up the pictures and try to remember where each hidden object is located. Pick up the piece to see if you are right.

Take out all the pieces and work the puzzle.

Tell the story of Hansel and Gretel (or have an older brother or sister do it).

Make up new stories about the pictures.

IV. Try new ways of using this toy and tell us about it.

HOME TEACHING GUIDE

TOY: TINY TRANSPORTATION SET (#15-08-01)

I. Things this toy can help you teach:

names of different kinds of cars and trucks
uses of different kinds of cars and trucks
hand and arm control
names of colors
using the imagination
playing with others

II. Words you can teach:

station wagon	hook (winch)	push	turn
pick-up truck	hood	fast	left
car carrier	steel	slow	right
wrecker	plastic	forward	start
lever	tires, wheels	backwards	stop

III. Activities:

Show child how to hook up the wrecker to the other cars. Have him use the lever to lift them. Compare the weights of the different size of cars and trucks.

Make road, tunnels, garages out of every day household objects like cardboard boxes or building blocks.

Play going on a trip, to the store, making deliveries, and any other kinds of make-believe games. This is good for one child or a group.

IV. If you and your child think of some new ways to use this toy, tell us about it.

V. STAFFING

How you should staff your toy lending library depends upon the number of borrowers you'll have, their educational backgrounds, the number of hours the library is open, and, of course, as always, your budget.

Our library was open from 9:30 to 4:30 five days a week, with the staff using a half hour before opening and a half hour after closing to catch up on clerical work and to see that the library was in order. Sometimes we also opened a few hours on Saturday or in the evening for working parents. At these times, one of the staff would arrange to come in later or work less time during the regular hours. Because we were a research project, and much observational data had to be recorded daily, we employed a rather sizeable staff. It included a full time librarian, one full time assistant, one part-time assistant and a part-time maintenance man. The number of borrowers who visited daily varied considerably, but we averaged about 25 to 30 a day in the long run.

To handle this volume when it isn't necessary to record research data, we'd recommend a much smaller staff. One full time librarian with one half-time assistant helping with check-in and returns and with housekeeping chores should be quite adequate. If your hours are less than full time, one person should be able to do it all with a few volunteer substitutes for back up when necessary and someone to do housekeeping chores a few hours a week.

The number of degrees your toy library staff has isn't as important as whether the staff you select can perform the job duties well and has the personal qualities the job demands.

We've classified the job duties and requirements as we see them, below.

1. Keeping toys well organized and ready for borrowing. (This requires someone who is orderly and energetic. You can determine this by checking past references.)

2. Keeping records accurately and up-to-date. (Some paraprofessionals we interviewed were excellent in other ways, but simply didn't have the routine clerical skills that are a must to keep the library running

smoothly. A high school diploma or equivalency certificate is one indication of this ability. Job references are another.)

3. Recruiting and orienting new members on purposes of the library. (This takes someone who is fairly articulate. You can get a good idea about this during your initial job interview.)

4. Encouraging and teaching parents to interact positively with children, showing them by example. (This requires skill in working with people, and, once again, can be determined by past experience and through references.)

5. Recommending appropriate toys to parents and explaining how they can be used. (This requires someone who is bright and willing. They'll need the initiative and the intelligence to become quickly familiar with the toys and how they work. A good academic record is one indicator of this ability along with references that indicate an energetic approach to work.)

6. Planning special activities for parents and children. (If this will be part of your librarian's job, some teacher training is very desirable.

7. Supervising activities of other staff members or volunteers. (Some people can be wonderful with children, but simply have no skill in supervising others. If supervising staff is an important duty at your library, be sure to check for past experience and good references in this capacity.)

8. Setting up interesting visual displays. (Here again teacher training would come in handy.)

9. Performing routine housekeeping chores when other help is not available. (This can sometimes become a real problem. Staff members may feel that this kind of work is not part of their job. It's important to be clear about this in advance. Since it has to be done, a cooperative attitude is essential. Look for signs of reluctance during your interview and check out references.)

These were the major duties and requirements of our toy librarian. Library assistants also performed many of them, except for overall planning and supervising.

Now let's consider the personal qualities that we feel are important for all library staff members.

1. Personal Warmth. This is critical to the job. The librarian must be friendly and outgoing so that parents and children feel welcome and at ease.

2. Dependability. This refers to good work habits. (Punctuality, attendance, regular performance of job duties, honesty, etc.)

3. Enthusiasm and Energy. You can usually spot this during your first meeting. Just make certain it's not the on-again-off-again kind. Young children need a constant supply.

4. Rapport with the Target Population. Whether you're dealing with disadvantaged minority groups, the middle class, or a mixture, it's important to have someone who understands and relates well with others. We don't agree with the often stated contention that someone who comes from the ghetto must be hired to work with the disadvantaged. From our own experience, it isn't your street address that's critical, it's understanding the needs and feelings of others.

5. Sense of Humor. No toy library can get along without it. It's absoluately vital. Look for it during the job interview.

Once you've decided on the hours you'll be open and the number of members you'll have you can begin selecting your staff.

There are many sources you can investigate to acquire a good working staff. If you're looking for one full-time staff member who will perform the duties and have the qualities we listed earlier, your best bet will be someone who has past experience and/or training in working with young children. Our suggestions are experienced personnel from nursery schools, pre-schools, day care centers, and Head Starts. Many talented people can be found here, some with degrees, others who have been trained on-the-job. If budget is a problem, the latter will cost you less.

The really important guideline is not so much the amount of formal education, but whether the person can perform the duties and has the qualities the job requires.

When you're looking for part-time staff, there are many wonderful potential sources.

Housewives who are former teachers or para-professionals in early childhood who can work while their children are at school.

College Students, graduates, or undergraduates, interested in early childhood careers, especially those who have had student teaching or been camp counselors. If there is a college in your community that offers courses in early education you might get some free help while the students get material for a term paper.

Teen-agers experienced in baby sitting or as junior camp counselors who could come in after school.

Retired teachers, both male and female. Men can be wonderful with young children, and if your library has a good number of single mothers, they can help to provide the missing father image.

As mentioned earlier, don't overlook volunteers as helpers either.

Likely sources include:

Adult Service Clubs (Junior League, church groups, etc.)

Youth Programs (future Homemakers, church groups, neighborhood youth, etc.)

Senior citizens who are spry and affectionate.

Students with Projects (research, service, work-study programs, term papers, etc.)

To contact all the personnel described above, the first step is to prepare a short description of all staff positions. Include hours, duties, and pay (if not volunteer). Two job descriptions used by us are included on page 49 and 50.

Your next step is to call all likely sources for recruiting staff. For full and part-time paid help, try the U.S. Employment Office and job placement offices at local colleges. Also in colleges try Departments of Education and Early Childhood. Agencies that specialize in placing teacher and part-time help might provide applicants. Send your job descriptions to each place that requests it. They'll usually post it prominently on some central bulletin board. An ad in a local neighborhood newspaper can also bring applicants. Also, you can post notices in a nearby community center or public library.

For volunteer workers, call or write each likely sounding organization mentioned above. Also, post notices in community organizations (churches, recreation centers, schools, libraries, etc.).

Make appointments with those applicants who sound as if they can meet the requirements of your toy library. Use our guidelines as well as your own instincts, and be sure, before you make any final decision to check all the references!

One final word on staffing. You may well be offered a place for your library that includes staff. This could work out beautifully, but be sure to look before you leap. If the staff doesn't meet the kinds of requirements we've been discussing, it is probably best to keep on looking elsewhere.

AMERICAN INSTITUTES FOR RESEARCH
WASHINGTON OFFICES
3301 New Mexico Avenue, N.W., Washington, D. C. 20016
Telephone: (202) 686-6800

EDUCATIONAL RESEARCH POSITION

Job Title: Toy Librarian

Duties: Be responsible for day-to-day operation of a toy lending library demonstration project for culturally disadvantaged children six months to six years of age. Assist in the training and directly supervise library aides, assistants, and volunteer workers. Assure that toys are maintained and that records of toys in use are properly kept. Devote the major portion of time to working individually and in groups with parents and children stressing the importance of adult interaction with children during play periods. This will involve explaining, in simple terms, principles of child development, suggesting and demonstrating positive play techniques involving specific toys, and stimulating parents to devise successful educational play experiences of their own. Supervise recruitment of library users in the neighborhood throughout the duration of the project. Explain overall research goals of the project to potential members and other interested individuals in the community. Coordinate closely with members of the project research staff in carrying out the goals set forth in the research proposal. Report regularly to project research staff on library activities and participate in staff meetings concerning policies and procedures.

Requirements: College degree. Training in pre-school education with some courses taken in early childhood development and child psychology. Previous experience in working directly with young, culturally disadvantaged children. Must be warm, outgoing, have a strong interest in children, and be capable of generating enthusiasm in others.

Hours and Salary: 9:30 a.m. to 4:30 p.m. Mondays through Fridays. Possibility of a limited number of evening or Saturday hours. Salary commensurate with ability and previous experience.

Send resume including educational background work experience, and references to: Dr. Dorothy S. Edwards or Mrs. Jean McNelis, American Institutes for Research, 3301 New Mexico Ave., Washington, D.C. 20016. (For further information call Dr. Edwards or Mrs. McNelis at 686-6800.)

AMERICAN INSTITUTES FOR RESEARCH
WASHINGTON OFFICES
3301 New Mexico Avenue, N.W., Washington, D. C. 20016
Telephone: (202) 686-6800

TOY LIBRARY ASSISTANT - PART-TIME

Duties: Assist head librarian in operating a toy lending library for young, culturally disadvantaged children six months to six years of age. Interview parents and children. Fill out registration blanks and other data collection forms. Keep written records of toys in use. After a brief training period, must be able to help parents to select appropriate toys to borrow, explain how toys work, and suggest educational uses. Read stories to young children, individually or in small groups. Assist at mothers' workshop sessions.

Requirements: Should have high school education and have good character reference from school, former employer, or community organization. Previous experience in dealing with young disadvantaged children highly desirable.

Salary and Hours: $ per week. hours per week mostly between 10:00 a.m. and 3:00 p.m. Possibility of a few hours evenings and Saturdays.

VI. RECRUITING MEMBERS

Preliminary Recruitment

The best advice we can give you on the entire recruitment process is to do as much preliminary recruiting as possible. Before you make a definite decision to go ahead with a toy library, you should have a clear idea of what your community's response would be.

One really practical suggestion is to poll your target population. Whenever possible, visit parents meetings and describe your plans. Ask for their reactions and suggestions. If they seem enthusiastic and interested, take down such information as names, addresses, phone numbers, age(s) of children, etc., for all those who say they would like to become emmbers.

In addition to attending parent meetings, you could leave written information about the library with the persons in charge at community organizations such as libraries, churches, Head Starts, pre-schools, day care and recreation centers. You should write a brief description of the purpose of the library and attach a separate sheet for parents to sign if interested. Here is a sample of the kind of information you could include that can be adapted to your own use:

FREE TOY LENDING LIBRARY

FOR INFANTS AND PRESCHOOLERS

If you have children from birth through 5 years of age, you're invited to join a free toy lending library to be opened soon in this neighborhood. Plans are now underway to lend toys and books free ever week to infants and preschoolers who are brought in by their parents. The library will also be a warm, friendly place for parents and children to get together for play, social events, and to learn more about early childhood development and education from a trained library staff.

Community participation is vital for making the toy library a success. If you would like to join or learn more about our plans, please sign the attached sheet. We will contact you in the near future about our plans and the opening date.

The attached sheet should have headings such as:

PARENT'S NAME	ADDRESS	PHONE	AGE(S) OF CHILDREN

Not all of the people who sign their name will definitely join your toy library, but at least you will have a general idea of the amount of initial response you can expect. This will be an important guideline for you in selecting a location, making your initial purchase of toys, and in staffing.

Having the signatures of many interested parents will also be important ammunition for persuading potential sponsors to provide you with space and/or funds. Sponsors are more likely to support activities when there is concrete evidence that many people are interested and enthusiastic.

On-Going Recruitment

After the library opens, a major task will be keeping a large enough membership to make the library worthwhile. As older children go into first grade and "graduate" from the library, you'll be in the market for younger replacements. Also, there will be the problem of "drop-outs" and those who move away. Our location had a more transient population when we had anticipated, and recruitment was a permanent on-going activity.

Here are several recruiting techniques we have used with success. You can pick those most appropriate for you depending on the size of your staff and the nature of your target population.

Flyers - A short leaflet can be handed out or placed in any location where parents and children congregate. We had excellent results in one laundromat about two blocks away. Other locations for posting are those community organizations mentioned earlier, and local businesses like drug stores and food stores. If you have the staff or volunteers, flyers can also be handed out at playgrounds, stores, and put in mail-boxes or under doors of nearby houses and apartments. A sample

of the flyer we often used in both English and Spanish is found on page 56 . And don't forget the flyer's first cousins -- signs and posters. Use these wherever you can, too.

Open House - This includes some kind of party or special event with refreshments. Potential members are invited, introduced to the library, and invited to sign up. Personal invitations by mail or, even better, by telephone, were very effective for us. The local preschools and Head Starts in our area were very cooperative about giving us addresses and phone numbers of parents who we then invited. Invitations can also be issued through teachers, if they prefer not to give out names of parents. Also a notice of the open house can be posted in all of the places listed above and an announcement included in the neighborhood newspaper. A sample invitation is included on page 59.

Visits to Parent/Teacher Groups - Talks explaining the library can be given at parent/teacher meetings in neighborhood pre-schools and day care centers. We often took along a few sample toys and showed slides or films on early childhood stimulation. As with preliminary recruiting, names of interested parents should be taken. If they don't show up at the library soon after, a personal invitation can be extended by phone or mail.

Door-to-Door Home Recruiting - This is dependent on having enough staff or volunteers. We used the approach primarily with those low-income, disadvantaged families whom we knew had small children, but were reluctant to come to the toy library. A staff member would knock on doors, or telephone, and ask to visit and talk about the library. A sample of toys, copy of rules, operating procedures, and a registration form would be brought to the home. The staff member would show the toys to parents and children and play with the children if possible. Rules and operating procedures would be explained. If the parent was

willing, the staff member would register the family on the spot and leave a toy on loan, to be returned to the library when the parent came to visit a week later. Door-to-door and home recruiting was expensive and time consuming. Sometimes as many as 3 home visits would have to be made to persuade a shy parent to come into the library. Other times, they never could be convinced. For the time spent, the return was not as high as with other recruiting techniques. Still, if you have the resources, and your goal is working with the disadvantaged, the results of even a few individual cases can be truly heart-warming.

Mass Media Publicity - Coverage in newspapers or on radio and television were very effective for recruiting both the black and white middle class. Neighborhood newspapers were also effective. We should caution you, however, that stories in the mass media also bring in members from other neighborhoods quite far away. We developed quite a sizeable car pool club of middle class families. If you are equipped and can handle the influx without depriving your own community, then this is fine. We had very little problem attracting the media locally, nationally, and even internationally. People enjoy hearing about toddlers and toys in contrast to the more usual depressing, but newsworthy items! If your goal is serving the community only, don't encourage the mass media. The neighborhood newspaper and the other recruiting techniques we recommended will be more appropriate.

Word-of-Mouth - After the library gets underway, this becomes one of the most valuable means of recruiting. One satisfied parent tells her friends and they, in turn, join the library, also. Middle class mothers would bring friends and their children and pretty soon we had small groups who came at regular times every week. The Wednesday morning mothers would bring their children to play together from around 10:30 until

lunch time. Then they'd take them home for naps. The Thursday afternoon group came after nap time. Still another clique brought their children straight from preschool, fed them sandwiches, played a while, checked out toys, and then departed.

You can give word-of-mouth recruiting a little push to get it started by asking your regular members if they would please tell any other parents they know about the library.

One final note of caution! Word-of-mouth might also work against you! If one parent becomes accidentally offended or hurt and this goes uncorrected, the result could be that 5 or 6 members stop coming. It's important to make certain your members are happy and satisfied. This is why we stress so emphatically the importance of selecting the right kind of staff.

Asking for Feed-back from Regular Members - This is critical for keeping current members active and enthusiastic. It involves finding out their opinions and suggestions concerning the toys, and activities and asking them how they and their children are benefiting. It's important to get this kind of feedback for 2 important reasons. First, if anything is really bothering parents, you can correct it; second, when people are actively involved in making suggestions for an organization they become more committed to it. We used 2 forms to help us get feedback from our parents. These appear on page 60. If the parents at your library have difficulty reading and writing, it's best if you discuss the kinds of questions on these forms with them orally.

Our final word on recruiting is that the more you do the better it will be. Start well in advance of opening day and make recruiting new members and holding on to current members a part of your on-going operation.

2311 EIGHTEENTH ST., N.W., WASHINGTON, D.C. 20009 (202) 387-2467

IT'S FREE!

TREAT YOUR CHILD TO HOURS OF FUN AND LEARNING! THE TOY LENDING LIBRARY IS LOCATED AT 2311 18TH STREET, N.W. ANY CHILD FROM BIRTH THROUGH 5 YEARS OF AGE CAN BORROW TOYS FREE WHEN BROUGHT TO THE LIBRARY BY AN ADULT.

BY PLAYING WITH EXCITING TOYS WEEK AFTER WEEK YOUR CHILDREN CAN LEARN MANY SKILLS. THEY LEARN EDUCATIONAL SKILLS TO GET THEM READY FOR SCHOOL. THEY LEARN IMPORTANT EVERYDAY SKILLS TOO.

PARENTS AND CHILDREN WHO BELONG TO THE TOY LIBRARY ARE ALSO INVITED TO SPECIAL EVENTS LIKE PLAY SESSIONS, MOVIES AND SOCIAL GET-TOGETHERS.

TOYS CAN TEACH! FIND OUT HOW! JOIN THE TOY LENDING LIBRARY RIGHT AWAY!

COME TO 2311 18TH STREET, N.W. TODAY.

OPERATED BY THE AMERICAN INSTITUTES FOR RESEARCH, WASHINGTON OFFICE

2311 EIGHTEENTH ST., N.W., WASHINGTON, D.C. 20009 (202) 387-2467

¡¡ES GRATIS!!

Brinde a su hijo a muchas horas de alegría y educación. La primera Biblioteca de Juguetes de Washington se acaba de abrir en la calle 18, No. 2311 18th St., NW. Cualquier niño desde los 6 meses de edad a los 5 años puede sacar juguetes sin pagar nada cuando lo lleva un adulto a la Biblioteca.

Jugando con maravillosos juguetes todas las semanas, sus hijos pueden aprender muchas cosas. Adquieren habilidades que le serán útiles para la escuela y para la vida diaria.

Los padres y los niños que son socios de la Biblioteca de Juguetes también reciben invitaciones para funciones especiales tales como funciones de títeres, juegos en grupo, películas y fiestas.

Los juguetes ayudan a enseñar al niño! ¡Para saber cómo lo hacen, vayan ahora mismo a la Biblioteca de Juguetes!

MANTENIDA POR LOS INSTITUTOS AMERICANOS DE INVESTIGACIONES,
WASHINGTON

OPERATED BY THE AMERICAN INSTITUTES FOR RESEARCH, WASHINGTON OFFICE

2311 EIGHTEENTH ST., N.W., WASHINGTON, D.C. 20009 (202) 387-2467

Dear .

It's been weeks since you've brought to the Toy Lending Library. All of us are interested in seeing the children learn and grow, so we are disappointed when we don't see them on a regular basis.

Toys are so important in helping children get ready for school. We do hope you will come to the library soon and continue your membership. Keeping the library in this community is important, but we need to have a strong membership to do this.

We're looking forward to seeing you soon.

Sincerely yours,

The Toy Lending Library

2311 EIGHTEENTH ST., N.W., WASHINGTON, D.C. 20009 (202) 387-2467

IT'S A PARTY!

You and your children are invited for free movies, refreshments, and fun at our Toy Lending Library Open House. Come meet our staff. Meet other parents and children, too.

TIME: Wednesday, April 4, 1 to 2:30 p.m.

PLACE: The Toy Lending Library
2311 Eighteenth St., N.W.
Washington, D.C.

R.S.V.P. 387-2467 We'd really like to see you!

NAME OF CHILD _____

DATE _____

TOY LIBRARY QUARTERLY REVIEW

1. Has the child attended any of the following programs?

Head Start	Yes ___ No ___	When?	_____
Day Care Center	Yes ___ No ___	When?	_____
Pre-School	Yes ___ No ___	When?	_____
Kindergarten	Yes ___ No ___	When?	_____

2. What kinds of toys does the child like to play with now?

_____

_____

_____

3. How would you describe this child's development and skills as compared with other children of his age?

Slow	Somewhat slow	Average	Faster than average	Very fast

4. Does this child have any skills, talents, or abilities that you feel are unusual? (Like musical talent, speaking ability, counting, muscular activities, etc.) Yes ___ No ___

If yes, what are they? _____

_____

_____

5. What changes have you seen in the child since joining the Toy Library?

_____None

_____He is less shy

_____His speech is better

_____He takes better care of toys

_____He shares things better

_____He plays by himself better

_____He wants me to play with him more

_____He wants me to read to him

_____He's not as fussy as he was

_____He plays with things longer

_____He's easier for me to handle

_____He asks more questions

_____Other _____

(TURN OVER)

6. When do you most enjoy coming to the library?

_____ When there are a lot of other mothers and children there.

_____ When my neighbors or friends are there.

_____ When only the staff is there.

_____ Anytime I can get there.

_____ When my child needs to get out of the house.

_____ When I have problems.

_____ I enjoy the Tuesday afternoon sessions.

_____ Other: _____

_____ When there is something for mothers to do. (crafts)

When do you least enjoy coming to the library?

_____When there are a lot of other mothers and children there.

_____When no other mothers and children are there.

_____The Tuesday afternoon sessions.

_____When personal problems are bothering me.

_____When aggressive children are there.

_____Other: _____

7. How has the Library helped you?

_____It gives me a place to go, just to get away from the house.

_____I've learned more about my child.

_____I've learned how to play with my child.

_____I've met new friends.

_____I've learned about other places to go.

_____I can handle my child better.

_____I like to have my child play with other children.

_____I feel more comfortable in groups.

_____Other: _____

8. What changes do you think would make the Library better for you?

Toy Code #: _____

Name of user: _____

Date: _____

TOY USER'S RATING FORM

1. How much did your child like this toy compared to other toys he has used?

___very much
___about average
___a little
___not at all

2. What did you think of the toy?

___fun
___interesting
___boring
___too young or easy for my child
___too old or hard for my child
___toy instructions were hard to understand
___toy instructions were easy to understand
___not enough instruction
___might be dangerous (sharp edges, etc.)
___parts get stuck, or don't move easily
___parts too loose, falls apart easily
___toy isn't strong enough, could break easily

3. Are there any other things you liked or didn't like about the toy? (Please tell us about it briefly).

_____

_____

4. What do you feel your child learned from this toy? _____

_____

_____

REFERENCES

We are including two types of reference lists below. The first is a list of practical publications written in non-technical terms which provide helpful guidelines for playing with infants and young children. These materials would be useful both for parents and for the library staff. At this writing none of these costs over four dollars and many are less.

LIST 1: Publications on Playing with Children

Baker, K.R. and Fane, X.F. Understanding and Guiding Young Children. Englewood Cliffs, N.J. Prentice Hall, 1967.

Dittman, Laura. Your Child From One to Six. New York, Universal Publishing Corporation, 1968.

Furfey, Paul H., Editor. Education of Children Aged One to Three: A Curriculum Manual. Catholic University of American. Washington, D.C. 1972.

Gordon, Ira J. et. al. Baby Learning Thru Baby Play: A Parent's Guide for the First Two Years. New York, St. Martin's Press, 1972.

Gordon, Ira J. et. al. Child Learning Through Child Play: Learning Activities for Two and Three Year Olds. New York, St. Martin's Press, 1972.

Gordon, Ira J. Children's Views of Themselves. Association for Childhood International, Washington, D.C. 1959, 1972.

Levy, Judity and Wykle, Gayle. Activities for Babies. Parent and Child Development Center, 601 North Street, New Orleans, Louisiana 70130 (undated).

Painter, Genevieve. Infant Education. San Rafael, California, Dimensions Publishing Co., 1968. (P.O. Box 4221, San Rafael, California 94903).

Painter, Genevieve. Teach Your Baby. New York, Simon and Schuster, 1971.

Segner, Leslie and Patterson, Charlotte. Ways to Help Babies Grow and Learn: Activities for Infant Education. World Press, 1970. (Available from John F. Kennedy Child Development Center, University of Colorado Medical Center, Denver, Colorado.)

Children's Bureau publications available from the U.S. Government Printing Office, Washington, D.C. 20402 ranging from 20 cents to 55 cents each.

No. 4 Prenatal Care
8 Infant Care
400 Your Baby's First Year
413 Your Child From 1 to 3
446 Your Child From 3 to 4
473 Safe Toys for Children

The second list deals with research in early childhood education and findings that indicate the importance of intellectual stimulation for children. These publications are geared toward readers who have a background in Education or Psychology.

LIST 2: Publications on Research in Early Childhood Stimulation

Bayley, N. and Schaeffer, E. Correlations of Maternal and child behaviors with the development of mental abilities: Data from the Berkeley growth study. Monographs of the Society for Research in Child Development, 1964, No. 6 (Whole No. 97)..

Being, E. Effect of child rearing practices on development of differential cognitive abilities. Child Development, 1963, 34, 631-648.

Brazelton, T.B. Infants and Mothers: Differences in Development, New York, Delacorte Press, 1969.

Caldwell, B. Descriptive evaluation of child development and of developmental settings. Pediatrics, 1967, 40, 46-54.

Caldwell, B. What is the optimal learning environment for the young child? American Journal of Orthopsychiatry, 1967, 37, 8-21.

Deprivation of Maternal Care. A Reassessment of its Effects. Geneva, Switzerland: World Health Organization, 1962.

Frank, L. On the Importance of Infancy. New York, Random House, 1966.

Gordon, I. Intellectual Stimulation for Infants and Toddlers. Institute for the Development of Human Resources, College of Education, University of Florida, Gainesville, Florida, 1967.

Hess, R.D. and Shipman, V. Early experience and the socialization of cognitive modes in children. Child Development, 1965, 36, 869-886.

Hess, R.D. and Shipman, V. Maternal influences upon early learning: The cognitive environments of urban pre-school children. In Hess and Bear (Eds.), Early Education. Chicago, Aldine Publishing Company, 1968.

Hunt, J., McV. The psychological basis for using pre-school enrichment as an antidote for cultural deprivation. In Hellmuth, J. (Ed.), Disadvantaged Child Vol. 1. Seattle, Special Child Publications, 1967.

Karnes, M.B., Studley, Wm. M., Wright, W.R., & Hodgins, A.S. An approach for working with mothers of disadvantaged preschool children. Merrill-Palmer Quarterly, 1968, 14, 174-184.

Karnes, M.B., Teska, J.A., Hodgins, A.S., & Badger, E.D. Educational intervention at home by mothers of disadvantaged infants. Child Development, 1970, Vol. 41, 925-935.

Levenstein, P. Cognitive growth in preschoolers through stimulation of verbal interaction with mothers. Paper presented at the 46th Annual Meeting, American Orthopsychiatric Association, New York.

Levenstein, P. Cognitive growth in preschoolers through verbal interaction with mothers. Reprinted from American Journal of Orthopsychiatry, 1970, Vol. 40, No. 3, 426-432.

Levenstein, P. & Sunley, R. Stimulation of verbal interaction between disadvantaged mothers and children. Reprinted from American Journal of Orthopsychiatry, 1968, Vol. 38, No. 1, 117-121.

Marans, A., Meers, D., and Huntington, D. The prevention of culturally determined retardation. In Chandler, Lourie, Peters; and Dittman (Ed.), Early Child Care: New Perspectives. New York, Atherton, 1968.

Rambusch, Nancy McCormick. The Learning Child. Learning Materials Division, Responsive Environments Corporation, Englewood Cliffs, New Jersey, 1968.

Schaefer, Earl. Infant Home Stimulation Program. Washington, D.C., National Institute of Mental Health. (undated).

Weikart, D.P., & Lambie, D.Z. Early enrichment infants. In Dennenberg, V. (Ed.), Education of the Infant and Young Children. New York, Academic Press, 1970.